

University of North Carolina Wilmington

CONNECTIONS

The Magazine of the Watson School of Education

Spring 2008



Exploring
ideas &
expanding
horizons

A Message From The Dean

UNCW's Powerful Learning Experience is Personal with a Strong Sense of Community

The Watson School of Education continues to grow by partnering with 118 schools and more than 1,800 P-12 teachers at Cape Fear Center for Inquiry and in Camp LeJeune, Clinton City, Columbus, Duplin, Jones, New Hanover, Onslow, Pender, Sampson and Whiteville City school systems. In 2006-07, our faculty published forty articles or book chapters, three books and a documentary film. They also made ninety-nine presentations at international, national, regional and state conferences.



WSE's international partnerships continue to grow and expand. Due to that expansion, Dr. Rich Huber has been selected as WSE's International Coordinator. Students in our new doctoral program have been added to the international exchange groups visiting three of our partners this summer.

The Watson School's grant activity also continues to be a strong foundation for research and teaching, generating \$1,623,056 in 2006-07.

The Watson School of Education won the BASES Award (Business Assisting Schools in Educating Students) and the Isaac Bear Early College Appreciation Award during this past year. We also are collaborating with Film Studies to produce a documentary on the history of education. All of these initiatives contribute not only to UNCW's powerful, personal learning experiences for our students, but also to the strong community we build as we prepare educators for the 21st Century.

A new highlight of that preparation is the Assistive Technology and Resource Center that will help WSE prepare teachers to serve all children and give those with disabilities a better quality of life. New funding has been received for this project from the Department of Education. To keep this center going, please consider contributing to this new initiative.

If you have not yet visited the Education Building, please try put that on your calendar. The home of the Watson School is an extraordinary facility that honors educators and the power of education.

A handwritten signature in black ink that reads "Cathy L. Barlow". The signature is fluid and cursive.

Cathy L. Barlow
Dean

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On the cover:

Building community locally and globally, students from the Watson School of Education work with third grade students and teachers at Bradley Creek Elementary School in Wilmington. The Passport Program is a prelude to the Achievement through Creative Enrichment (ACE) program, in which students study about Africa, Australia, Japan, Mexico and the Caribbean through hands-on workshops. **Photo by Jamie Moncrief**



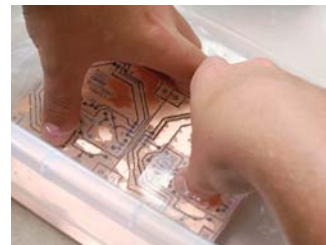
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Learning beyond the classroom Walls

High school students get their hands dirty and their minds challenged with Summer Ventures

by Joy Davis '07

Oh, the joys of summer! Few forget the excitement of new friends, the sting of fresh bug bites and the refreshment of diving into cool water on a warm day.

To that, Caroline Stillwell '04 can add the crisp smell of lab coats, the exhilaration of presenting personal research to a crowded room and the aroma of dissected sea creatures.

During high school, Stillwell participated in Summer Ventures in Science and Mathematics (SVSM), a four-week summer experience for rising North Carolina juniors and seniors that blends residential college life with intensive science and math study.

"In order for us keep up with other countries, we need students to be proficient in science, technology, engineering and math (STEM) related fields," said Bill Kawczynski, assistant director of the Watson School of Education Science and Mathematics Education Center (SMEC).

Since 1987, SMEC has administered UNCW's SVSM, one of six University of North Carolina Mathematics and Science Education Network programs providing cost-free research experiences for academically talented students interested in STEM careers.

Stillwell, now a Wallace Elementary School fifth grade teacher and UNCW Master of Education in Elementary Education candidate, said, "I wouldn't be where I am today if it were not for Summer Ventures. My great experience is why I returned to UNCW and became a Teaching Fellow. I just fell in love with it."

Demographically diverse students are fully immersed in STEM lessons employing higher-order thinking, with a focus on hands-on experiments and lab opportunities.

Guided by distinguished faculty and local master high school educators, the 2007 SVSM class of approximately 60 students applied inquiry skills to collegiate research projects, including "The Fact Behind the Product: An Analysis of Cereal Content," "Age and FPG in Relationship to the Development of Type 2 Diabetes" and "The Social and Physical Effects of a Pier." They presented their findings at the program's closure.

"It's phenomenal to see the increase of maturity that occurs in these students in a month. They are using lab equipment they have never seen before. It is like being in a dark room and seeing a light bulb come on," said Kawczynski.

Stillwell, who like many SVSM participants, is from a rural area said, "Summer Ventures made me confident. I



realized there was a world outside of my small hometown."

In addition to opening their eyes to college life, UNCW's coastal setting exposes students to marine educational opportunities not available at other SVSM locations.

Jacob Hwang, a senior at Enloe High School in Raleigh, and Lindsay Pope, a junior at Fayetteville's Cape Fear High School, utilized the UNCW Center for Marine Science to collect blue crabs for their project, entitled "*Calreticulin in Callinectes sapidus* (Blue Crabs)."

"We extracted the RNA from the crab muscle tissue, cloned the RNA and examined the expression of the calreticulin gene, which plays a major role in calcium binding, to better understand how it impacts the species," explained Pope, who plans to pursue a career in the medical field.

"This is hard work, but it is worth it," said Hwang. "My sister came to Summer Ventures and said it was the opportunity



Jacob Hwang and Lindsay Pope work in the lab with Thomas Shafer, biology and marine biology professor, as part of their blue crab RNA research. *Photo by Jamie Moncrief*

Caroline Stillwell '04 steps into the role of student and investigates the properties of rocks during a SMEC enrichment and accreditation workshop for local teachers. *Photo courtesy of SMEC*



of a lifetime, basically a fun, good way to spend your summer. She was right! I want to be in a medical profession, and I have learned a lot that will apply to that, especially the lab work – that's priceless."

Kawczynski said, "It is a perpetual cycle. We want our students to share the skills they learn back with others to let them know they can work in these fields, too. Plus, the master high school teachers who assist the professors take what they learn back to the students in their classrooms, who may become Summer Ventures participants in the future."

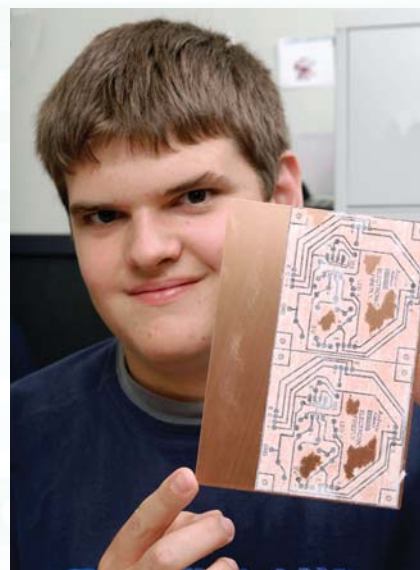
Although SVSM is an academic program, it lacks none of the summer fun. While living on campus, visiting tourist attractions and unwinding with activities like dance and karaoke nights, students often labeled "nerds" by their peers find a community they can call their own.

"The science was cool, but I also learned a lot about the social aspects of life. I think I will have the friends I made here my whole life," said Hwang.

A decade after her own SVSM adventure, Stillwell is still immersed in the program. She joined SMEC as a student worker her junior year at UNCW and continues to help administer the program as a summer employee. Stillwell also is one of more than 2,500 teachers participating in SMEC workshops taught by university faculty to help educators fulfill state-required licensure renewal hours.

"I learn about things other teachers don't, like grant management and program development, that give me skills I can apply to all I do," said Stillwell. "Karen Shafer (SMEC/SVSM director) has been a great mentor to me. She is a large part of the reason I am pursuing my master's program. I would really like to work as a county curriculum coordinator in the future, and this is helping me get there."

Stillwell added that participating in SMEC programs has enriched her life in many ways. "It's so rewarding to see how amazed and proud parents are when they see their kids get up and speak like that and do that kind of work."



Student Andrew Hillenius shows off the circuit board he created during the 2007 Summer Ventures program. *Photo by Jamie Moncrief*

For more information on Summer Ventures or other SMEC programs, visit <http://www.uncw.edu/smec>.

MORE than virtual learning

A UNCW community partnership teaches challenging concepts with innovative technology by Joy Davis '07

For generations, one question has perplexed students.

If Jimmy and Suzy leave from the same place traveling in opposite directions, and Jimmy is traveling at 50 mph and Suzy is traveling at 55 mph, in how many hours will they be 210 miles apart?

Without a tangible visual element, solving this type of word problem can be a daunting task and may cause students to avoid science, technology, engineering and mathematics (STEM) courses. However, those courses are the ones needed to fill the increasing demand for many technical jobs, specifically information technology (IT).

"Students may become interested in IT careers in college, but find that they lack related science and math skills," said Sridhar Narayan, associate professor of computer science. "We want to pique their interest in the science, technology, engineering and math fields at a much earlier age."

Now, thanks to a \$1.18 million National Science Foundation (NSF) grant, the University of North Carolina Wilmington is partnering with New Hanover, Pender and Brunswick County schools to help students grasp challenging STEM concepts with interactive computer simulations.

Aimed at designing, developing and delivering expanded IT programs for the classroom, Using Squeak to Infuse Information Technology (USe-IT) employs "Squeak," a computer programming software that enables users to visually simulate actual STEM experiments. This innovative media authoring tool can provide hands-on problem-based learning (PBL) activities to schools with limited physical resources.

Using the simple computer mouse Squeak is named for, students and teachers can create virtual laboratories with animated representations of real world problems. Whether exploring the relationship between distance, rate and time by designing cars and calculating speeds for Jimmy and Suzy, or examining the concept of relative motion and the Pythagorean Theorem by virtually manipulating

a canoe crossing a river, students can gain understanding before they tackle equations.

"In this day and age, it can be hard to capture students' attention. To my kids, working with Squeak is like using a game that they create themselves. The colors and the animation are motivating to them, and they have tangible evidence of their knowledge that goes beyond a grade on a paper. They are so proud of that," said USe-IT educator and D.C. Virgo Middle School teacher Stephanie Keena.

Over the course of the three-year NSF grant, USe-IT will work directly with approximately 75 STEM educators and 150 of their students in grades 7-12, intensely training two consecutive grade levels per year and actively recruiting underserved, underrepresented and minority populations.

The USe-IT team includes two technology coordinators from each of the participating school districts and as well as the co-principal grant investigators, Narayan, assistant professor of education Shelby Morge and associate professor of computer science Gene Tagliarini.

"Because of the Watson School of Education's Master of Science in Instructional Technology (MIT) program and strong community relationships, the schools have been involved in this from a very early stage," noted Narayan.

Morge said, "Without the teachers willing to try these ideas in the classroom, we have nothing to report."

Local secondary teachers become Squeak students during intensive USe-IT educator training sessions. In July 2007, world-renowned computer scientist Alan Kay, developer of Squeak and numerous products for Xerox, Atari, Apple, Disney and Hewlett-Packard, partnered with UNCW to equip USe-IT teachers.

At monthly Saturday training sessions and regular team meetings, Keena said she can "always look forward to learning something new."



Top: World-renowned computer scientist Alan Kay visited UNCW to share Squeak software information with professors and area school teachers. Photo by Laura Johnston

Right: D.C. Virgo eighth grader Cody Yarbrough and ROCAME teacher Stephanie Keena use Squeak to explore acceleration by manipulating the speed and angle of cars on racetracks. Photo by Joy Davis

Bottom: UNCW students Dan Heywood (left) and Lucas Gillispie share their plans to use Squeak in the classroom. Also shown are UNCW faculty members (from left) Sridhar Narayan, Shelby Morge, and Gene Tagliarini. Photo by Laura Johnston





"Everything we learn and share in training is based on state and federal curriculum so that we can take it back to the classroom. We gain skills and bring in examples of projects we are doing in our class, kind of like sharing lesson plans."

Keena uses Squeak in her math courses and with the Virgo Region 'O' Council for the Advancement of Minorities in Engineering (ROCAME), a local program that uses

hands-on activities to encourage minority youths to enter STEM.

"Squeak is so fun, but it definitely uses higher-order thinking skills and helps my kids apply concepts to the real world," noted Keena.

"We don't just want our students to get a problem right. We want them to be able to explain 'why'. This helps them do that at their own pace."

Eighth grade Virgo ROCAME student Quincy Stone, who designed his own cars and racetracks to test hypothesis about angles and speed, said, "It makes me feel good to know I am doing this on my own. I think I am really learning how to change my mistakes. I think in the future I might even be able to help someone else do this."

"Now, I want to be a computer technician. I didn't want to do that before I used Squeak."

I know I need math to do that, and I think Squeak can help me in the future. I feel like if I can learn this, I can learn other things easily."

This summer, Stone and the other tri-county USe-IT students will participate in a teacher-led summer institute. They will share their independent Squeak projects, gaining public speaking skills and confidence.

To further nourish the partnership between the university and participating teachers, the Watson School is developing a new MIT course focused on the use of problem-based learning in IT environments.

"Squeak will continue to give the gift of knowledge long after the grant period ends," said Tagliarini.

All projects developed by the group and the Squeak tool itself can be downloaded at no cost via the USe-IT Web site designed by Lucas Gillespie, MIT candidate. The internationally accessible site promotes further educator collaboration with blogs and instant messaging options.

In the near future, Squeak applications developed by USe-IT students may be used to help educate children in Third World countries. Kay, co-founder of Viewpoints Research Institute, a non-profit organization aimed at improving education for the world's children, is involved with the One Laptop per Child initiative, which seeks to provide a "\$100 laptop," potentially equipped with Squeak tools designed by USe-IT team members, to every child in the world.



Making a world of difference

Education and history faculty collaborate to empower future educators

by Joy Davis '07

At any given time, one-third of UNC Wilmington history majors are in Watson School of Education (WSE) teacher training, participating in one of the oldest forms of applied learning and setting a wheel of community connections in motion.

Under federal and state regulations, North Carolina high school social studies teachers must earn a secondary education licensure concentration in social studies in conjunction with a degree in history, political science or sociology. Like many undergraduates, New Hanover High School teacher Whitney Clay '03 chose to pair a history degree with her WSE teaching certification because "it opened up my options and really complemented the student end-of-grade testing requirements."

With their feet in two different academic schools, these students may find balancing all the pieces of a successful college career a challenge. Required classroom field experience and a semester-long full-time teaching internship can disrupt the ideal sequencing of courses.

"When you consider the number of classes we take for our teaching certification, it is almost like earning a double major," said Clay.

In response to student feedback, the Department of History and the Department of Instructional Technology, Foundations and Secondary Education in the WSE have committed to educating faculty and students about teaching licensure and degree requirement changes. Regular

departmental communications and interdisciplinary information sessions are facilitated by Robert Smith, professor and secondary social studies education program coordinator, and Paul Townend, history undergraduate coordinator and associate professor.

Secondary social studies student Tyler Deaton recalled, "When I came to Dr. Smith with all of my paperwork circled and highlighted, you could tell he really cared. He knew that the history requirements had been raised and was able to help me fix my schedule."

Smith said, "Particularly in the past six years, we have established a very good working relationship with history, partnering to best advise our students. We want to make sure they have a successful experience," said Smith.

Recognizing a responsibility to facilitate knowledge that extends beyond the college classroom, history chair Susan McCaffray said, "We are the professors who instruct teachers in history. They, in turn (as high school teachers), instruct the future college students who will come to us and the community colleges. It is a really big loop."

In 2005, McCaffray initiated the History Teaching Alliance, a local collaboration between UNCW, area community colleges, regional high schools, museums, historic sites and local historians. According to Clay, the alliance is a "college community center for scholastic involvement" offering field trips to historic sites like the Battleship North Carolina,

panel discussions on sensitive topics like racism and networking opportunities that "help keep the passion for history alive" for educators and undergraduate participants.

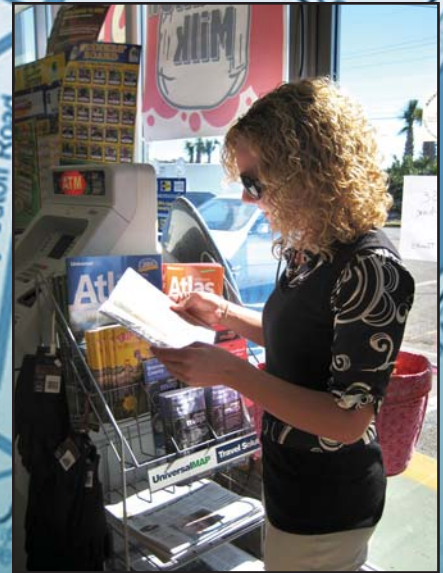
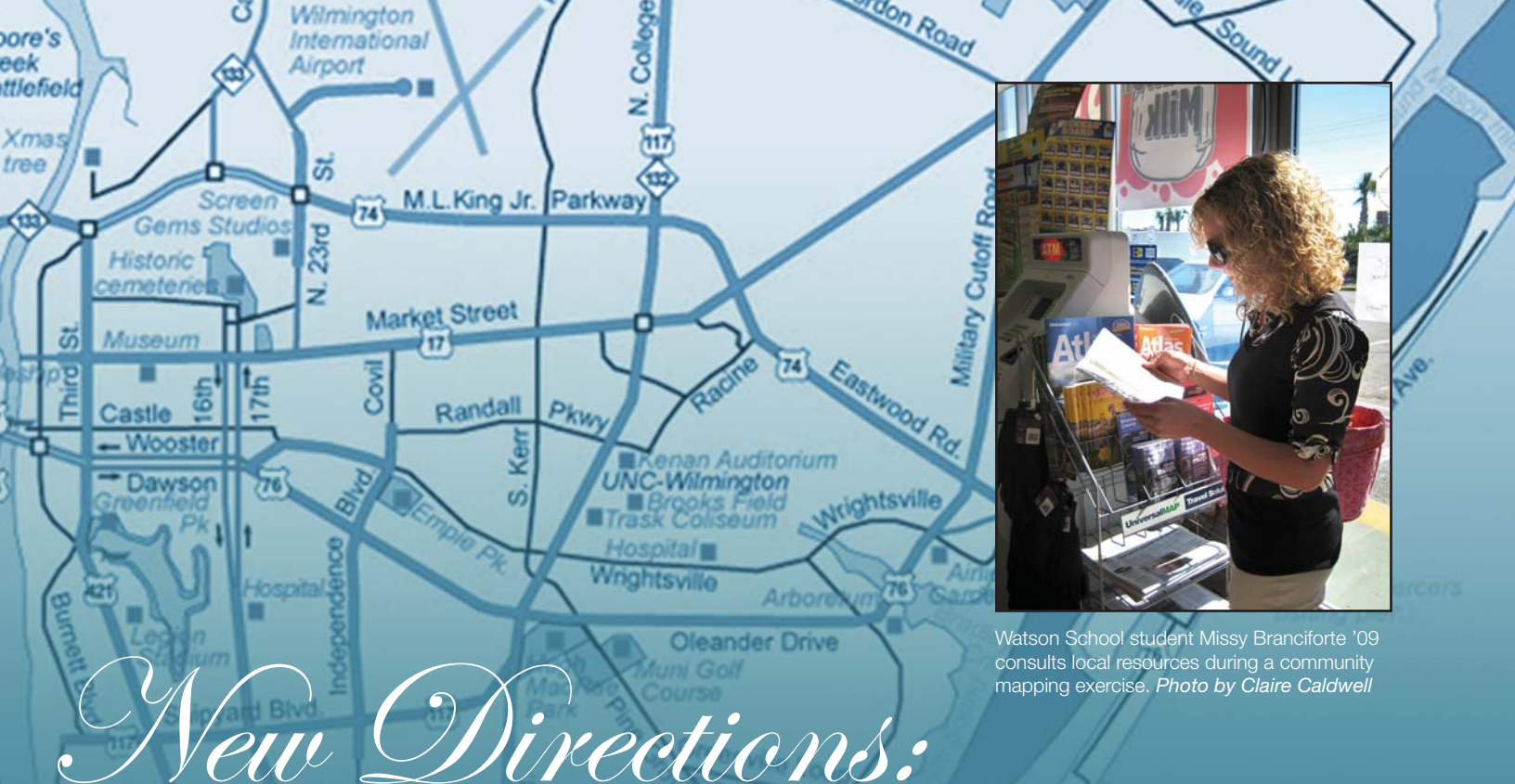
Clay explained, "For me, the alliance is an opportunity to do history for fun. You need that for fresh ideas and perspectives when you teach a subject daily, no matter how much you love it. Plus, I have made great connections with professors and others who come and speak to my kids."

Smith emphasized, "I am proud to see our university embrace these resources. We are playing a major role in preparing high-quality social studies teachers, and there is nothing more important than the quality of our children's education."

This effective interdisciplinary collaboration is one of the many reasons social studies licensure students like Clay often return to UNCW for graduate school, further propelling the cycle of learning for generations to come.

Chris Moore (left) presents his social studies lesson plan about World War II and Asia to fellow students during a Watson School class. *Photo by Jamie Moncrief*





Watson School student Missy Branciforte '09 consults local resources during a community mapping exercise. *Photo by Claire Caldwell*

New Directions:

Using community mapping to identify resources and help students succeed by Katie White '09

Every day teachers hand out homework: reading assignments, research to be conducted, paragraphs and papers to be written. But what if one or all of the students live in a community where they do not have access to a library, technology or even a quiet place to read and write?

These students are at a severe disadvantage. To increase teachers' awareness of the available resources and the limitations of the communities in which students live, New Hanover County Schools, with the help of UNCW students, participate in "community mapping."

Community mapping can be accomplished in numerous ways: by teachers riding the bus home with students during the first week of school, by the entire school staff touring the community or by teachers making in-home visits with children and their families.

Proponents of community mapping say it is a powerful tool for teachers to

better understand and meet the needs of students.

"Community mapping gives us insight into resources children and families have to support learning. It shows us both where the resources may be centralized and where the gaps may be," said Kathy Fox, assistant professor of language and literacy education. In addition, "it can give information about what schools, including higher education, could do to fill these gaps."

UNCW education students who participate in community mapping exercises have discovered that resources are not equally distributed and that, sometimes, there are more resources in a community than previously thought. They then use the information gained to better assign homework and craft lesson plans.

Fox has taken part in community mapping as a Headstart Program teacher. "I visited each child's home three times a year and learned to evaluate the community as a resource

for literacy," she said. In one of her classes, students count sites for reading, access to bookstores and libraries, then, as a class, chart the results and compare the information across communities.

"One graduate student discovered that the only place in her community to buy a book was a discount store, and that these books tended to be low level reading with poor illustrations. This encouraged her to approach her school principal about beginning a summer reading program to keep the library open for book check out," said Fox.

The benefits of community mapping can be taken beyond the schools, into places like daycare and after school centers, added Fox.

"The process of community mapping is a vital tool for understanding the circumstances and settings in which students live. With this knowledge in hand, teachers can enhance the learning experiences of all their students."

Playing for Keeps

by Brenda Riegel

Game helps schools retain teachers during critical first years

The challenge was to create a retreat for beginning teachers to support and mentor them through the ups and downs of their first year experiences.

The result was “Will It Phase You?,” an innovative game and workshop developed by Beth Metcalf '97, '05M, UNCW teacher-in-residence, and Kelly Batts '97, '00M, former recruitment and retention coordinator for Pender County Schools and current New Hanover County Schools system-wide mentor.

Presented with the challenge, Batts immediately sought assistance from her alma mater's First Years of Teaching Support Program coordinator, Beth Metcalf. Together they met it head on, creating a scenario-based game and workshop that let beginning teachers work through potential classroom situations in a risk-free setting.

Based on the game of golf, “Will It Phase You?” focuses on the cycle of emotional phases beginning teachers experience: anticipation, survival, disillusionment, rejuvenation, reflection and anticipation. The game and workshop are targeted toward new graduates as they begin their careers, teachers in their first few years in the field and the teachers and administrators who mentor them.

“In higher education, we are successful in teaching strategies and information, but it's harder to find a way to work through the intangibles,” said Metcalf. “How do you handle the emotional aspects of teaching?”

“Will It Phase You?” is a creative outlet that lets players work through some of

the more difficult facets of teaching in a way that people actually enjoy.

Research shows that many beginning teachers leave the profession in December – when they are exhausted and mired in the disillusionment phase. If they have not experienced this game and workshop, they may not realize rejuvenation – and hope – is right around the corner. Batts sees the evidence of these cycles in her role with New Hanover County Schools. By January, many teachers who were at the end of their ropes in December are suddenly full of ideas and ready for new challenges.

When beginning teachers play the game, there are definite “aha” moments. As Metcalf and Batts lead the post-game workshops, they find that many teachers thought they were the only ones experiencing the tough times. They felt discouraged and isolated, sure all the other teachers were sailing through with no setbacks. Then, they realized their experiences are not unique.

“The game is based on research about their own profession, and they deserve to know it,” said Metcalf.

“Players often come to the realization that there is more up than down in teaching. That tells us the caliber and generally positive attitudes of the teachers we have entering the profession. They are more willing to take the dips because they know



the dips will come to an end,” said Metcalf.

Batts and Metcalf understand the experiences of beginning teachers from a research perspective and from personal experience. Both women earned bachelor's degrees in elementary education and master's degrees in curriculum/instruction supervision from the Watson School. Batts was a North Carolina Teaching Fellow, and both are National Board Certified Teachers. The scenarios used in the games came from their own experiences as teachers.

Participants play through positive and negative scenarios. For example, players might draw a card that says, “Report cards are due next week, and you have no idea how to use the required software” or “You take your class on a field trip and they behave perfectly.”

Although “Will It Phase You?” was inspired by a one-time event, Metcalf and Batts knew they wanted to develop something they could use over and over again.

Regional, statewide and national emphasis on recruitment and retention efforts have sparked interest in the “Will It Phase You?” game and workshop. With the leadership of Dean Cathy Barlow and the expertise of Christy Shannon and Ron Podraza of the UNCW Office of Technology Transfer, “Will It Phase You?” is now being marketed and distributed to other educators and can be purchased online at www.uncw.edu/ed/willitphaseyou/.

“This is truly partnership at work,” said Batts of this collaboration, which has resulted in a game that can have far-reaching benefits, helping schools keep dedicated teachers in the classroom for years to come.



Left: Game creators Beth Metcalf and Kelly Batts (left-right in black T-shirts) watch as beginning teachers and their mentors play the “Will It Phase You?” game during a workshop.

Top: “Will It Phase You?” game and workshop participants engage in team- and tent-building exercises in Legacy Hall in the Education Building.

Above: Kelly Batts (left) and Beth Metcalf used their own experience working in classrooms and with other educators to develop a game and workshop that hones beginning teachers’ survival skills.

Photos by Jamie Moncrief





The mentoring conference included an interactive session on best practices and strategies that can be directly applied in the classroom.
Photo by Krystine Wetherill

Watson School hosts statewide mentoring conference

Sponsored by the WSE First Years of Teaching Support Program, the 2008 Mentor Conference – Mentoring 21st Century Educators – explored how North Carolina 21st Century teaching standards affect mentoring teachers and administrators.

More than 125 educators representing more than 50 North and South Carolina school systems and universities attended the conference March 5-6 at UNCW. Sessions on best practices for mentoring educators, innovative applications and programs, and retention success stories and strategies offered practical tools and suggestions for use at the local level.

Conference participants received the “Will It Phase You?” game and workshop designed and written by Beth Metcalf ’97, ’05M, WSE teacher-in-residence, and Kelly Batts ’97, ’00M, system-wide mentor with New Hanover County Schools.

“The first step in implementing the dynamic new 21st Century standard is to equip mentors with tools to support 21st Century learning experiences. This conference was a timely way for our local and regional systems to come together, learn from each other and carry that learning directly to classrooms. The outcome of this conference will continue to be measured well after each participant leaves our campus,” said Metcalf.

Third leadership academy underway

In 2005, Dean Cathy Barlow instituted the WSE Leadership Academy. This in-house training gives faculty and staff the tools to become better leaders. The academy, totaling five to seven days over the course of the academic year, includes sessions led by Chancellor Rosemary DePaolo and Dean Barlow, as well as other university and community leaders. Currently, eight Watson School employees are enrolled. The academy demonstrates Barlow’s strong commitment to the success of all Watson School faculty and staff.

Brian Brinkley, Jeff Ertzberger, Kathy Fox, Scott Imig, Carol McNulty, Eleni Pappamihel, Tamara Walser and Brenda Wheat are currently participating in the academy.

Kathleen Schlichting, associate professor of language and literacy education and academy graduate said, “As a new faculty member, this was a unique opportunity to learn about the issues and concerns facing UNCW through meetings with administrators and faculty. We were encouraged to ask questions and share ideas and experiences.”

She continued, “I was offered opportunities to spend time with my colleagues across departments to discuss ideas, reflect on articles and texts, and develop relationships. As a result of these collaborative relationships, I have published an article with one colleague, and I am co-presenting at a conference with another.”

New Hanover County adopts Watson School of Education student’s lesson plans

Melissa Milstead ’07 recently earned undergraduate degrees in elementary education and psychology. Her undergraduate research paper, which won first place at the Technology and Social Sciences Annual Conference in Las Vegas, focused on an environmental education curriculum to accompany K-2 field trips to Airlie Gardens in Wilmington. Published in the January 2008 edition of the National Social Science Journal, Milstead’s is the lone student paper included in the journal.

The lesson plans she created are being used by New Hanover County teachers. In addition, Airlie Gardens purchased the children’s literature books Milstead recommended and has them available for check out by teachers.

Education Building courtyard complete

Created as an outdoor gathering space, the garden courtyard and its landscaping are now complete thanks to the generosity of Jean Bullock, shown here with UNCW Chancellor Rosemary DePaolo.

“A sense of community is a vital component of our educational programs, and that is enhanced and supported by facilities such as the garden courtyard,” said Dean Cathy Barlow.



Photo by Jamie Moncrief

Isaac Bear Early College receives high marks

After its first year in existence, Isaac Bear Early College (IBEC) High School ranked fifth among all public high schools in the state of North Carolina, with an overall proficiency rate of 91.5 percent on end-of-course (EOC) tests in English, algebra I and II, geometry and biology. Of the top five schools, IBEC had the highest percentage of tests taken by students in groups underrepresented on college campuses – African American, Hispanic and multi-racial – at 34 percent.

Isaac Bear Early College is sited on the campus of UNC Wilmington and named for one of the early supporters of the university. The original Isaac Bear Building, located across the street from New Hanover High School in Wilmington, served as the first home of Wilmington College, from 1947 to 1961. Wilmington native Samuel Bear Jr. erected the original building as a memorial to his brother Isaac Bear.

In addition to providing its site, UNC Wilmington and the Watson School support the school's mission.



Volunteer judges from UNCW, local schools and the community review the digital literacy project of Isaac Bear Early College High School freshman Tandra Alson. *Photo by Jamie Moncrief*

"The early success of Isaac Bear Early College High School with students from a wide range of backgrounds and academic ability is in no small part due to the outstanding faculty and staff at the school and the collaborative support of UNCW," said Deron Fort, UNCW early college liaison and academic advisor.

UNCW partners with the Nelson Mandela Metropolitan University for Tomorrow

WSE faculty collaborated with faculty from the school's South African partner university to create and implement a professional development program on integrating science and language arts for English language learners.

Implemented last year with schools in Cape Town and Johannesburg, the program prepared nearly 30 trainers to disseminate the Scientific Literacy Program to South African teachers.

As part of the initiative, WSE faculty Rich Huber, Catherine Nesbit and Cynthia Rogers visited the Nelson Mandela Metropolitan University for Tomorrow in Port Elizabeth, South Africa.



Photo courtesy of Catherine Nesbit



John Fischetti speaks to students enrolled in the WSE doctoral program. *Photo by Jamie Moncrief*

Doctoral program gears up for second year

The Watson School is recruiting the second cohort of students for its Ed.D. program in educational leadership and administration. The program has 16 public school administrators and teachers in its first cohort and expects to enroll 10-15 in each successive group.

The program is unique for several reasons, according to program coordinator John Fischetti, including a flexible design that eliminates many traditional obstacles while expediting the progression toward completion of the degree. Classes are held online and in the classroom one night per week. The curriculum is sequenced to allow students to begin working on potential dissertation topics early and to move forward in each class toward a significant original study on that topic. The course scheduling and sequenced curriculum will allow students to accomplish their

degrees in three and one-half to four years, while working and making a difference in their school districts. "That's what the Watson School of Education is about – making a difference in public schools in our region," said Fischetti.

Another aspect that sets the WSE doctoral program apart is the required international internship program. Fifteen of the 16 students now enrolled will complete their internships this summer in overseas locations including South Africa, Belize and Japan. The internship focuses on public school education and the critical issues faced by the educational systems in these countries, particularly in addressing persistent poverty. For more information, visit www.uncw.edu/ed/el/edd.

Faculty & Staff

Faculty Achievements

Faculty receive grant funds

Florence Martin, assistant professor, received \$26,473 from the Maricopa County Community College for the project "Visual Digital Literacy: Curricula and Modules for IT Workers."

Mahnaz Moallem, professor, was funded \$139,526 by the National Science Foundation for "Serve as IPA (Technology Project Leader) in NSF Academy."

Cathy Barlow, dean of the Watson School, and **Karen Wetherill**, associate dean for outreach alliances, received \$13,300 from University of North Carolina General Administration for the project "UNCW NC TEACH."

Dean Barlow elected president of Teacher Education Council of State Colleges and Universities

Cathy Barlow, Watson School dean, was chosen by national ballot as president-elect of the Teacher Education Council of State Colleges and Universities (TECSCU). This three-year position reflects that Barlow's peers in the national education arena are confident in her leadership, said Bennett F. Berhow, TECSCU executive secretary and treasurer.

TECSCU is committed to providing an education of excellence for the youth of America. It accepts the responsibility of helping to shape the future of education in this nation by the way its member institutions educate teachers and other education professionals. TECSCU member institutions rely upon it for policy development, direction and services to improve schooling at all levels.

Kathleen Benzaquin receives awards

Provost Paul Hosier presented **Kathleen Benzaquin**, director of the Teaching Fellows Program, with the 2007 Lecturer of the Year Award at the fall faculty meeting.

Benzaquin also received the Robert E. Tyndall Service Award given to a non-tenure track employee of the Watson School who exemplifies dedication to the field of teaching, commitment to the mission of the Watson School, ability to work with all constituents and

ability to lead his or her area in a new direction. The award is named for Robert Tyndall, Watson School dean from 1991 to 1999.

"We are very proud of KB's accomplishments and her contributions to the lives and learning of so many of our students," said John Fischetti, former chair of the Department of Educational Leadership.



Provost Paul Hosier presents Kathleen Benzaquin with the 2007 Lecturer of the Year Award. Photo by Jamie Moncrief

Maurice Martinez's documentary debuts

UNCW kicked off its celebration of Black History Month with the world premier of the film documentary, *Colored White Boy – A True Story*, written, produced and directed by education professor **Maurice Martinez**. The film won top honors at the Cine Noir Film Festival, and Martinez has donated DVD copies to UNCW's Randall Library for personal or classroom viewing.

Dorothy Dempsey receives Harkin Award

Dorothy Dempsey, instructor of education, received the 2007 Harkin Award. Named for the first dean of the Watson School, this award is given to a part-time employee who demonstrates dedication to the field of teaching, commitment to the mission of the Watson School and ability to work with all constituents while making extraordinary contributions to his or her area.

Mechling wins Chancellor's Award for Teaching Excellence

Linda Mechling, early childhood and special education professor, received a 2007 Chancellor's Award for Teaching Excellence. The purpose of the award is to recognize all aspects of excellence in teaching and teaching-related activities that foster students' desire for lifetime learning and success. Recipients receive a medallion to wear at official ceremonies and a one-time stipend of \$1,500.



Joy Childs, Tanya Croom, Vance Durrington, Dianne Evans, Carrie Hammer, Florence Martin, Tom Miller, Amelia Moody, Michele Parker, Ann Potts, Deborah Powell, Donyell Roseboro, Jeanne Swafford, Jorge Trujillo
Photos by Jamie Moncrief and Krystine Wetherill

Department of Early Childhood and Special Education

Amy Moody is assistant professor of early childhood and special education. She received the Doctoral Research Award in Education and earned her Ph.D. in special education from the University of Virginia. She holds a master's degree in counseling psychology from Loyola College in Baltimore. Moody focuses on early intervention for children with exceptionalities and assistive technology for special populations.

Department of Educational Leadership

Michele Parker is assistant professor of research. She completed her Ph.D. in research, statistics and evaluation at the University of Virginia and received her Master of Education degree in higher education and student affairs administration from the University of Vermont.

Department of Elementary, Middle Level and Literacy Education

Ann Potts is an assistant professor specializing in literacy and elementary education. She received a doctorate in curriculum and instruction from Virginia Tech University and has taught at Virginia Tech and Radford Universities, and in public schools in Virginia, Florida, Germany and England. Potts is interested in creating and developing collaborative environments that respect development for all participants.

Jeanne Swafford is an associate professor specializing in literacy education. She received a Ph.D. in reading education from the University of Georgia. She previously taught at Mississippi State University, Texas Tech University, the University of Tennessee at Chattanooga and in public schools as a kindergarten teacher, a special education teacher and reading teacher. Swafford is working with the International Reading Association's Children's Choices Book Awards.

Deborah Powell is an associate professor specializing in literacy education. She received a doctorate in reading education from Indiana University. She previously taught at Missouri State University, the University of Northern Colorado and the University of Melbourne. Powell has taught kindergarten through eighth grade classes in public schools.

Department of Instructional Technology, Foundations and Secondary Education

Vance Durrington is department chair for instructional technology, foundations and secondary education. He received his Ed.D. in instructional technology from Texas Tech University in 1997. Previously, he was an instructional systems, leadership and workforce development faculty member at Mississippi State University.

Donyell Roseboro is an assistant professor of secondary social studies working with the undergraduate and Master of Arts in Teaching programs. She received her Ph.D. from UNC Greensboro in curriculum and teaching/cultural studies. Roseboro previously was a faculty member at Southern Illinois University Edwardsville. Her book, *Jacques Lacan and Education: A Critical Introduction*, will be published soon.

Florence Martin is assistant professor of instructional technology. She received her Ph.D. in educational technology from Arizona State University and has been active in publishing and conducting research in computer-based instructional design in academic and corporate settings.

Watson School of Education

Carrie Hammer joined the professional experiences team as field experience coordinator. She earned a bachelor's degree in elementary education from Towson University, licensure in special education from Bowie State University and a Master of Education degree from Johns Hopkins University. Prior to joining the Watson School, she worked as a teacher's assistant, special education teacher, technology coordinator and technology specialist.

Jorge Trujillo is the UNCW education advisor at James Sprunt Community College (Kenansville). Trujillo received his bachelor's degree in communication from Universidad Intercontinental in Mexico City and his master's degree in school administration from East Carolina University. Prior to joining the advising team, he taught Spanish and English as a second language in North Carolina schools. Trujillo works with recruiting programs such as Teacher Cadet.

Tanya Croom is an academic advisor. She received her bachelor's degree in psychology and master's degree in counseling from Indiana University. Croom previously worked as an advisor in the Cameron School of Business and has experience as a guidance counselor in public schools. She advises students who have declared a major in education but who have not yet been admitted to the Watson School.

Tom Miller '07M is a project instructional leader for the Middle Grades Educators Empowering Learners grant for the Watson School of Education. He obtained a master's degree in curriculum and instructional supervision from UNCW. Miller taught exceptional children in local elementary schools for the past eight years.

Dianne Evans is administrative secretary for the associate dean of academic programs. She earned her BS in elementary education from Indiana University of Pennsylvania and has worked previously as a kindergarten and first grade teacher.

Joy Childs is the office assistant for the Professional Development System university-school partnership. She received a BS in Business Administration with a concentration in quantitative analysis and a minor in Computer Science from Montclair State University in Upper Montclair, NJ. She worked for Compu Tar Inc. since 1993, first as a computer instructor and since 1998 as their computer education program coordinator.

RazorWalkerAwards 2008

Honorees serve North Carolina children and youth

Since 1993, the Watson School of Education has honored dedicated leaders throughout North Carolina who have stepped forward to meet the needs of children and youth in the state. Through their vision, tenacity, courage and sacrifice, these individuals and companies are changing lives and creating futures every day, sometimes at great personal and professional sacrifice. They truly walk the "razor's edge."

The honorees for the Razor Walker Awards are:

Teaching and Research **Byron "Barry" Bey**

Barry Bey started the aquaculture program at South Brunswick High School in 1987, raising fish in a ditch on the school grounds. The program now has 18 aquariums, four ponds, a reservoir and a designated classroom. In 2006, Bey and his students worked with state agencies to help re-stock overfished southern flounder in North Carolina waters. After much research and intensive work, they released 841 flounder into Oak Island's Davis Canal, becoming a state model for flounder stock enhancement. Through these hands-on experiences, Bey teaches his students the importance of science, environmental awareness, responsibility, citizenship and service to the community.



Educational Administration **Elizabeth H. Miars**

Rachel Freeman School of Engineering is in the midst of a predominantly impoverished neighborhood. Principal Elizabeth Miars and her staff strive to give their students the academic background, creative thinking skills and vision to build dreams for the future. She has built relationships with parents, community groups, social services and law enforcement to provide additional resources and support to families. She has a strong relationship with GE engineers, who serve as mentors and role models at the school. Through these efforts, she is establishing a high expectation, high achievement learning environment for an underserved population.



Public Service and Policy **African American Cultural Complex** **Elliott B. Palmer and Juanita B. Palmer**

In 1984, retired educators Elliott and Juanita Palmer founded the African American Cultural Complex, a unique collection of artifacts, documents and displays of the outstanding contributions made by African Americans. These items are housed in several buildings along a picturesque nature trail near Raleigh. Through structured educational programs, the center creates awareness of African American history, offering tours to groups from schools, churches and community organizations. The center's latest project is to build a reproduction of the *Amistad* slave ship to complement its outdoor drama that portrays the trial of the *Amistad* mutineers, the earliest civil rights case in America.



Teaching and Research **Eleanor B. Wright**

Eleanor Wright has served special education students and teachers in the region since she joined UNCW in 1973. A founding member of the special education faculty, she was instrumental in developing the curriculum for both the bachelor's and master's programs in that discipline. Throughout her career, she has been an advocate for students with special needs in the state, writing and directing grant programs to provide special education teachers with effective instructional techniques and appropriate curricula. Her work has been recognized nationally by the American Association for Mental Retardation, the Council for Exceptional Children and the National Education Association.



Corporate Award **Brunswick Electric Membership Corporation**

Brunswick EMC originated the Bright Ideas program in 1993, when an employee witnessed a local teacher buying school supplies with her own money. Bright Ideas provides grants of \$1,000 to \$2,000 for innovative, classroom-based projects in grades K-12 that otherwise would not be funded. The program quickly grew, and today all 27 North Carolina electric co-ops participate, helping teachers provide high-quality instruction. In its own service areas of Brunswick and Columbus counties, BEMC awarded \$32,200 in grants for the 2007-08 school year, and it has awarded nearly \$300,000 since the program's inception.



A Note from the Alumni President

It has been an exciting privilege for me not only to be a part of the Watson School of Education, but to be involved in guiding our alumni chapter into another successful year of growth. Our increase in membership is evidence of the Watson School's dedication to helping meet the need for more teachers in North Carolina.

One of the highlights of the year was the presentation of the 2007 Distinguished Alumni Award to Lynn Fulton, Winter Park Elementary School principal. This award recognizes excellence in teaching by selecting an alumnus who makes significant contributions toward the betterment of education and the community. Lynn received her B.A. degree in education from UNCW in 1984 and began teaching special education in the local school system. After earning her master's degree in 1988, she became assistant principal and then principal at Winter Park Elementary School in Wilmington. Lynn continues to make great strides in education as one of the first doctoral candidates in the Watson School's new program in educational leadership and administration.

We also awarded scholarships to two students who have excelled in their studies and dedication to learning: Connie Delane Ives and Amanda Leigh Johnson. Connie completed a B.A. degree in elementary education this fall and is now an intervention instructor at Burgaw Elementary School in Pender County. Amanda is an honors student who will graduate with a BA in elementary education in May. We wish them both much success.

I am pleased to report that the Watson School of Education Endowment Scholarship continues to grow. The endowment, established in the spring of 2006, grew by approximately 18 percent last year. Your willingness to give toward this scholarship reflects your dedication to teaching and sends a strong message to the community in this climate of rising educational costs. On behalf of the chapter, thank you for your generosity and continued support.

We look forward to seeing all of our chapter members at the spring meeting at 5 p.m. Thursday, May 15 in the Alumni Lounge, located under the spiral staircase in the Education Building. A light supper will be followed by discussion of chapter plans for summer and fall.

For more information about the chapter or information about scholarships, visit the Watson School of Education Web site: www.uncw.edu/ed/alumni/ or e-mail me at harmonj@uncw.edu.

Best wishes and many thanks for your continued support.

Jeanne Harmon '01
Alumni Chapter President

(Left) Ann Grose '90 and Pat Smith '72 are greeted by Sammy C. Hawk before the game. (Middle) Basketball fans drop by WSE Alumni Chapter table to ask about the chapter and Watson School. (Right) Joyce Huguélet '91, Jeanne Harmon '01, Leslie Pridgen '98, Sammy C. Hawk, Ann Grose '90 and Janis Norris '81 before the Homecoming game. *Photos courtesy of Fletcher and Janis Norris '81*



WATSON SCHOOL OF EDUCATION
ALUMNI CHAPTER

Going the *Distance*

Teachers inspire
students in the
classroom and
on the track

by Brenda Riegel

Tim Cox '96, '98M and Brent Tkaczyk '97 are a team.

They have been friends since they met in the Watson School of Education in the 1990s while earning special education degrees. They've been colleagues, as special education teachers and cross country and track co-coaches at Coe-Brown Northwood Academy in New Hampshire, for eight years. Really, they're like family, especially since they are married to cousins. But what both binds these two men and separates them from the pack is their approach to coaching and teaching.

They arrived at UNCW by different routes.

When Tkaczyk's family moved from New Hampshire to North Carolina, his sister Carrie Ann Tkaczyk '95 was a student in the Watson School. She not only mentored him toward a career in education, but convinced him that the Watson School was where he wanted to study.

Cox grew up in New York. A gifted athlete, he was recruited to the university's cross country team and became the 1993 Colonial Athletic Association men's 5000 meter champion. While he enjoyed his experiences as an athlete, Cox said it was the Watson School of Education that kept him at UNCW.

"The time we spent at UNCW was a positive time for us. It set us up for life," said Cox.

In turn, Cox and Tkaczyk have set up a winning program at Coe-Brown, teaching special education students while earning Coaches of the Year accolades from the New Hampshire Cross Country Coaches Association in 2003 and 2005 for coaching teams to two state championships, the first for the boys' team since 1950 and the first ever for the girls' team. Their teams have won four state cross country titles and five state track and field runner-up places. Their most recent title win was in January 2008 at the indoor state championships.

Tkaczyk and Cox are more proud of stats of a different kind, however. Of the 60-70 students participating in the sports they

coach each season, at least 10 percent are from their special education classes. These teachers are building more than athletic skills, demonstrating on and off the track that learning and life itself are more marathons than sprints.

According to Tkaczyk, asking students to run in the extreme New Hampshire weather conditions may seem crazy to outsiders. "But our kids buy into it. They get that success is built with hard work on a routine, dedicated basis."

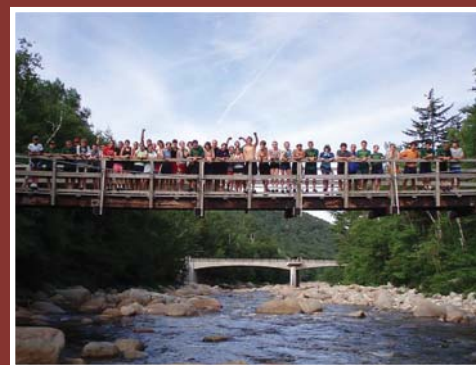
"Life throws you obstacles; what's important is how you handle them. We try to prepare kids for life and life decisions in the classroom and on the track," said Cox.

"The greatest thing a teacher or coach can teach students is to believe in themselves, to find that inner strength and chase their dreams," said Tkaczyk.

Cox and Tkaczyk credit professors in the Watson School with preparing them to inspire young students. They learned the importance of structure, preparation and having high expectations for students to live up to. In particular, they are grateful to Associate Dean Carol Chase Thomas.

Said Cox, "Whenever I'm in a tough spot, I think 'How would Dr. Thomas handle this?'"

"Dr. Thomas always expected a lot from us. She taught us how to treat kids by how she treated us," said Tkaczyk. "And now we're teaching kids to believe in themselves, and I'm really proud of that."



Spanning the distance between teaching and coaching: Tim Cox, Brent Tkaczyk and participants in their cross country summer running camp stand atop a bridge over the Pemigewasset River in the White Mountains of New Hampshire. *Photo courtesy of Brent Tkaczyk*

Postcards *from Kosova*

Karen Holtz '98, '02M is a Title 1 reading and reading recovery teacher at Elliston-Lafayette Elementary School in Montgomery County, Va. She volunteered to teach teachers in Istog, Kosova, during the summer of 2007. Here, in her own words and photos, she shares her story and insights, both on the state of teaching in Kosova and on the quality of the education she received as an undergraduate and graduate student in the Watson School of Education.

It all started innocently enough. There was a notice in our church bulletin requesting volunteers for summer missions opportunities.

"They probably want someone to help build a school or church building," I thought. "Sorry, but I'm not your girl. Wait! It says that they need teachers!" In Kosova, of all places.

Sure, I had heard about Kosova and the recent war, but that was all. World Hope International, a relief agency, needed American teachers to mentor teachers in developing countries. So begins the story of my recent trip to Kosova.

I used my passport for the very first time, landing in Frankfurt, Germany, then Vienna, Austria, and finally in Pristina, Kosova, a trip that spanned 27 hours. There were two other teachers along as well. The hotel was beautiful. The region looked much like the mountains of southwestern Virginia, where I presently live.

The most common teaching style in Kosova is the older Soviet model of rote learning. Milazim, the school superintendent, impressed with the educational practices used in the United States, requested help from World Hope. He wanted to aid his teachers in finding newer, more exciting ways of teaching.

I had the privilege of teaching 17 second- and third-grade teachers for three sessions a day, Monday through Friday. The seminars were held in the centralized location of Istog at the high school. The teachers came from three neighboring villages. The topics included assessment, critical thinking, multiple intelligences, guided reading, using and making books, leveling texts, writing, graphic organizers, running records, math manipulatives and more. We took turns teaching a general session daily for all 45 teachers in pre-K through fifth grade.

As I thought about what to prepare and what to teach, I could not help but reflect on my time at UNCW, where I earned an undergraduate degree in elementary education and a master's degree in reading. I have been so very, very blessed. I thought back to all the professors I had and all the theory I





was presented with, which enables me to make the professional decisions that I face daily with my own students. All my professors made indelible contributions to my store of knowledge.

These teachers (in Kosova) have only high school degrees. Many of them have never had professional development of any kind. The average teacher salary is \$150 per month. Imagine being hired and told to teach with virtually nothing but your own experience to guide you. There are few books, few supplies and few innovations available to any of them. The schools lack modern bathroom facilities, kitchens, auditoriums, libraries, gymnasiums and more.

Lest you think all is bleak, let me tell you what they do have. Teachers there loop with their students from grades one through four. So they all have a variety of experience and a wonderful sense of connectedness and community.

In Kosova, life is all about relationships. There is no such thing as fast food or a fast meal, for that matter. Meals take hours and are a way to bond with your family and friends. They care about each other deeply. In fact, if you compliment someone on a personal item, they will give it to you. There is no limit to what they will do for a friend. So, when they thanked me and told me that I would be their friend forever, they gave me a very high compliment indeed. They meant it.

Milazim thanked us on behalf of Kosova, his municipality and even his future descendents. I have never been so thanked in all my life. Who wouldn't bend over backwards for people like that? They were the sweetest group of people I have ever met. I cried when it was time to leave. I was truly leaving friends.

My advice to you is to stretch yourself. I never dreamed I would do something like this, but I wouldn't have missed it for the world. I'm already signed up to go next year. I encourage you to find your own place to go!

Karen Holtz

Alumni Chapter Council

2007-2008

Jeanne Harmon '01
President

Joyce Huguelet '91
Vice-President

Carolyn Brumit '68
Secretary

Scholarship

Diane Evers '81M, Chair
Alva Ingram '83
Joyce Huguelet '91
Ann Grose '90
Shearon Appleton '68

Distinguished Alumni

Pat Smith '72, Chair
Sherred Weidner '82M
Becky Fancher '78
Julia Davis '78
Crystal Caison '84, '96M

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Joyce Huguelet '91, Co-Chair
Julia Davis '78
Diane Evers '81M
Ann Grose '90
Jeanne Harmon '01
Pat Smith '72
Kim Stokes '91

Nominations

Ann Grose '90, Chair
Janis Norris '81

Instructional Technology

Chair, currently vacant

Steering Committee

Diane Evers '81M
Janis Norris '81
Carolyn Brumit '68
Joyce Huguelet '91
Becky Fancher '78
Ann Grose '90
Jeanne Harmon '01
Sherred Weidner '82M
Pat Smith '72
Leslie Pridgen '98

1960s

Elaine Blackmon Henson '67, retired teacher with New Hanover County Schools, is the author of *Carolina Beach*, part of Arcadia Publishing Company's Postcard History Series. Elaine and her husband, Charles '76, reside in Wilmington. Charles is the owner Charles Henson Painting.

A teacher and curriculum support specialist at Shallotte Middle School and Watson School of Education faculty member, **Debbie Bowman Lemon '78** is enrolled in the doctoral program in educational leadership at UNCW.

1970s

Ginger J. Tew '74 retired from the Sampson County School System after teaching for 33 years.

Phyllis Williams '76, a special needs teacher at Dixon Middle School in Holly Ridge, was featured in the Nov. 8, 2007, edition of the *Topsail Advertiser*.

Angela H. Metts '79, '06M is the program director of Wilmington Early College High School.

1980s

Eva Newkerk Lightner '75, '83M received her National Board Certification. She teaches in New Hanover County Schools.

Stewart Hobbs '83 is the superintendent of Stokes County Schools.

Martha Davis Wilkie '85 is a ninth through twelfth grade English and math inclusion teacher at J.F. Webb High School.

Anita Conrad Benton '88 received her National Board Certification in adolescence and young adulthood/mathematics. She is a mathematics teacher with New Hanover County Schools.

1990s

Margaret Eaddy Taylor '90, '03M was named 2007-08 Teacher of the Year for North Duplin Elementary School.

Kelly Andrews '92 is the principal at Lee Woodard Elementary in Black Creek, N.C.

Linda M. Nelms '92M, '96M is vice president of student services at Wayne Community College.

Denise Mullins White '95 earned her National Board Certification. She teaches at Dublin Elementary School.

Rhonda E. Benton '96 was named Brunswick County School's 2007-08 Principal of the Year.

Karen Williams Burton '86, '96M is an academically and intellectually gifted specialist and Title 1 facilitator for Pender County Schools. She is also a realtor/broker with Laney Real Estate in Burgaw.

Rhonda Gregware '96 earned a master's degree in elementary education from UNCW in 2007. She is a teacher with Onslow County Schools.

Melissa C. Oliver '96 received her National Board Certification. She teaches at South Smithfield Elementary School.

Clint D. Williams '96 is the boys' basketball head coach at Midway High School in Cumberland County.

Gloria Sellers Foss '97 was named 2007 Teacher of the Year at Supply Elementary School where she teaches third grade.

Claudia Mather Moote '97 is a pre-kindergarten teacher at Ocracoke School.

Heather Click Phelps '97 was named 2006-07 Teacher of the Year at Virginia Williamson Elementary School.

Dawn Niles Oswalt '98 obtained National Board Certification as a generalist for grades three through eight.

Rolie "Andi" Webb '98 is a Title I remediation teacher for grades three through five in Fayetteville.

Wendy R. Cabral '99M, principal at North Duplin Elementary School, was named 2007 Dublin County Principal of the Year.

2000s

Joan Leibley Buck '00 was named 2007-08 Teacher of the Year at Acme Delco Elementary School.

Sandy R. Pittman '00 was voted Teacher of the Year by her peers in the Orange County School System. For the past seven years, she has taught second grade at New Hope Elementary School.

Ursula D. Martinez '01 works for the Peace Corps with youth development in Honduras. She has a Master of Arts degree in reading education from East Carolina University.

Joyce Beatty '02M, principal at Belville Elementary School, was named 2006-07 Brunswick County Principal of the Year. She was featured in the fall 2007 issue of *North Brunswick Magazine*.

Ashley Craven '02, who teaches in the academically and intellectually gifted program with Davidson County Schools, received her National Board Certification and was selected Wallburg Elementary Teacher of the Year.

Brandy N. Penny '03 was appointed grade level chair for first grade at Smith Elementary School in Raleigh.

Stephanie McCann '05 was one of three first-year teachers selected for Randolph County School's Beginning Teacher of Excellence Award.

Candace Williams '07M teaches third grade at North Topsail Elementary. She was featured in the Nov. 21, 2007, issue of the *Topsail Advertiser*.

Weddings

Jennifer E. Jordan '94 and William T. McCuiston on May 26, 2007.

Stephany S. Schutte '95 and James E. Graf on July 7, 2007. The couple resides in Leland.

Kristin M. Miller '99 and David T. Hall on May 19, 2007.

Suzanna L. Stogner '99 and William R. West on June 23, 2007.

Amy L. Stack '01 and Charles R. Jenkins Jr. on June 30, 2007.

Karen E. Vause '01 and Frank E. Beaty IV on Aug. 4, 2007.

Laura R. Bailey '02 and Theodore J. Thornton '98 on June 23, 2007.

Julie M. Burch '02 and Darren N. Hoover on Apr. 28, 2007.

Amanda M. Hodges '02 and Nicholas A. Nichols on Sept. 29, 2007.

Krista R. Long '02 and Taylor L. Jones on June 23, 2007.

Jessica B. Boone '03 and Chadwick D. Johnson '03 on Oct. 6, 2007.

Kenzie E. Pusser '03 and Brett F. Jones on Aug. 4, 2007.

Meredith A. Whitmore '03 and Richard W. Jarrett on June 30, 2007.

Mandi R. Campbell '04 and Paul D. Campbell III on July 14, 2007.

Cassie D. McPherson '04 and Timothy W. Hoffman on June 24, 2007.

Blair K. Waters '05 and Stephen T. Dickinson on Sept. 22, 2007.

Michelle E. Cox '06 and Andrew J. Peters '05 on July 14, 2007.

Crystal N. Ellis '06 and Ivey C. Peterson on Apr. 28, 2007.

Rebecca A. Dassau '07 and Lucas D. Grant on July 7, 2007.

Allison S. Dorsey '07 and Joshua J. Kennedy '07 on June 16, 2007.

Georgia M. Phillips '07 and Nathan J. Farrior on Apr. 21, 2007.

Mary E. Suber '07 and Michael J. Barts on June 16, 2007.

Births

To **Matthew '98** and **Heather Lankford Whit '02M**, a son, Matthew Colton, on July 29, 2006. Matthew is manager of global distribution with GlaxoSmithKline.

To **Steve '96** and **Liz Longphre Elliott '96, '98M**, a daughter, Penny Rose, on Sept. 6, 2006. Steve is an assistant professor in the UNCW Department of Health and Applied Human Sciences, and Liz is a research analyst with the UNCW Center for Marine Science.

To **Gregory K. '98** and **Alison Setzer Bellamy '05M**, a daughter, Ella Victoria, on Sept. 28, 2006. Alison is a first grade teacher with Pender County Schools, and Gregory is employed by Southport Boatworks.

To **William "Trip" '98** and **Holly Hunt Kolkmeier '96**, a son, Wyatt Lee, on Jan. 24, 2007. Holly is a stay-at-home mother. Trip is a research fisheries biologist with National Marine Fisheries Service. They reside in Emerald Isle.

To **Elizabeth Hayes Gould '00** and her husband Mark, a son, Bennett, on Aug. 3, 2007. Elizabeth received a Master of Education degree from UNC Chapel Hill and is a kindergarten teacher in the Alamance-Burlington School System.

To **Amy Ballentine Baum '01** and her husband Nicholas, a daughter, Bonnie Claire, on May 29, 2007. Amy is a fourth grade teacher with Portsmouth Public Schools in Virginia.

To **Maegan R. Rountree '03**, a daughter, Evan Elyse, on April 21, 2007. Maegan teaches fourth grade at Kimberley Park Elementary School in Winston-Salem.

To **Samantha Donald Thompson '02** and her husband Todd, a son, Kaleb Michael, on Aug. 15, 2007. Samantha is a pre-kindergarten teacher with Duplin County Schools.

To **Thomas '98** and **Allison Long Gale '98**, a daughter, Laura Kathryn, on Sept. 11, 2007. Tom is a broker/realtor with Coldwell Banker Sea Coast Realty. Allison is an eighth grade English teacher at Leland Middle School.



Bellamy

Share your news

We want to hear about your professional and personal achievements. The Watson School of Education and the UNCW Alumni Association would like to share your news in future editions of *Connections* and *UNCW Magazine*. Write, call, send an e-mail or fax or visit us online to let us know where you are and what you are doing.

UNCW Advancement Services
601 S. College Road
Wilmington, NC 28403-5905
E-mail: alumni@uncw.edu
Online: www.uncw.edu/alumni and click on "Address Update"
Phone: 910.962.3593 or 866.468.6291
Fax: 910.962.7674

Donor Report 2007

The Watson School gratefully acknowledges the donors who made financial contributions to the school between Jan. 1, 2007 and Dec. 31, 2007. We appreciate the generous support of our alumni and friends. Every effort has been made to ensure the accuracy of this list. Please contact 910.962.3593 if you have questions or concerns about the list.

Debra Wagstaff Allcox '79
Irvin Alcox
Marie Lassiter Allison '64
Morris G. Allison
Alpha Delta Kappa Delta Chapter
Jennifer Marie Aluisse '03
Deborah Ann Amini '01
Angela Robbins Anderson '91
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